

Pledging weekly at Mount Greylock



Photo by Rosanne Zarza

Since approximately November, MGRHS students have been offered a weekly opportunity to recite the U.S. Pledge of Allegiance, lead by student T.J. McCarthy.

Philosophy added to courses offered by BCC at MGRHS

For the first time in recent memory, Mount Greylock students will have the opportunity in late January to enroll in any of three college-credit courses -- for \$367.50 -- without having to leave the building after school.

"I hope our high-school students take advantage of this on-campus opportunity," says Supt. William Travis. The courses -- Intro to Philosophy, Intro to Criminal Justice and Intro to [Microsoft] Word -- are being offered by Berkshire Community College and its faculty but are being taught in MGRHS classrooms. Two of the courses -- criminal justice (Wed., 2:30 p.m.-5:30 p.m.) and philosophy (Tues./Thurs. 3:15 p.m.-4:30 p.m.) -- are timed so that a student can attend and still catch the "late bus" home. The "Word" course is offered Tuesday from 5:30 p.m. to 8:30 p.m.

Credits earned are transferrable to most college degree programs, says Travis, and the only additional cost besides the \$367.50 are books costing less than \$75.00. The courses are open to the public. MG students who haven't previously taken a college-level course will first have to take a free BCC Learning Skills Assessment test -- administered at the high school. For more information, contact Phylene Farrell, BCC off-campus programs director, at 236-5201 (pfarrell@cc.berkshire.org).

Taking a look at the complexion of FaceBook culture

By LucyWhite

Facebook, the global social networking site, has become a widespread fad among college and high-school students. Mount Greylock's blocking system has prevented web trafficking on Facebook using the school's computers. But over 500 current students and alumni are part of a Greylock "network" within Facebook.

Mark Zuckerberg, a 22-year-old former Harvard student, created the site originally for a select few colleges and universities. The site's ease and convenience made it a fast-growing enterprise. Zuckerberg left Harvard to run Facebook fulltime and has as of yet refused to sell and has turned down offers numbering as high as \$1 billion.

Facebook has evolved into more than just a social networking site. Its popularity is in part due to the many features users can utilize. The main feature is the profile, which displays a picture of the user and personal information like favorite music, and relationship status. The wall feature allows friends to publically post comments and greetings on profiles. Facebook enables users to upload pictures into a facebook album, write a "note" (a kind of facebook blog), join social groups, share web links and YouTube videos, write secret messages to other friends, and advertise events.

Mount Greylock's connection to Facebook is more obvious for those who use the site. Apart from joining a group

like, "when I was your age, Pluto was a planet," anyone can join, "True Williamstown" kids," and even "I can't wait to leave Mount Greylock Regional High School." Additionally, there are 5-6 groups devoted as fan clubs for Greylock teachers. Photos of Greylock students, even alumni, represent Greylock to the outside world, as every picture is tagged, showing who is in it and what network he/she is from. Events have helped to publicize Greylock productions, students' bands, and student birthday parties.

Joining Facebook is free, but network restrictions still apply. Originally, the site was intended only for college students with legitimate edu emails. When the site was opened up to high-school students, there was a backlash from many of the college students on the site. Older siblings didn't want their younger siblings viewing photos of them caught in nefarious acts, and so the site limited high schoolers from viewing college profiles. But privacy has now become more lax. Currently, high-school students can view a college student's profile. High schoolers, and any other person for that matter, do not need to be invited by a friend to join a network. What sets FaceBook apart from MySpace, another popular networking site, is that FaceBook limits anyone who isn't a friend from viewing a user's profile. Facebook's privacy settings do make it possible for any

user to restrict what parts of his/her profile are visible to friends as well.

While FaceBook is free, it is a business, and it does make money off of advertising. Everytime someone reloads a page or looks at a new picture, a new ad appears in the bottom left hand corner. Considering the fact that 80% of its users sign on at least once a day, and considering that the site is the most popular photo sharing site, this fact is significant. In 10 minutes of Facebook browsing, a user can view 100 ads. Companies have also set up sponsorships through groups. Last fall, for example, members of the group "Apple Students" were weekly given 20 free songs on iTunes as part of a promotional deal. "Apple Students" are still messaged with every new Apple product that comes out. Leaving a group, however, is as simple as clicking a button. FaceBook has also enabled users to print their photos onto calendars and mugs for a small fee.

Some have wondered about the rippling effect of a Facebook account. College admissions officers are rumored to browse FaceBook profiles during the admissions process. They can be swayed by pictures of underage drinking, or any other "red flags" in an applicant's profile. Employers are also said to search profiles immediately when

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HUMOR

Finding emo -- the word, that is

By Matt Baker-White

Not so long ago... (I'd give it three years or so)
In a galaxy not so far away... (It was actually in this one)

A new word was born... (This is true)
And this word was... "EMO"

Recently, a new word, "emo," has entered the language of teens. After going on a noble quest to find out what this word really meant, I interviewed people of all walks of life, even a real emo couple. It was quite dangerous—especially almost incurring the wrath of the emo couple. I looked long and hard for the meaning. I even looked deep inside myself to see if I was indeed an emo. And here is what I found...

The basic definition of "emo" is as follows (this is from UrbanDictionary):

[Emo is a] Genre of soft-core punk music that integrates unenthusiastic melodramatic 17 year olds who don't smile, high pitched overwrought lyrics and inaudible guitar rifts, tight wool sweaters, tighter jeans, itchy scarves (even in the summer), ripped chucks with favorite bands signature, black square rimmed glasses, and ebony greasy unwashed hair that is required to cover at least 3/5ths of the face at an angle.

Now one could take this definition as the truth, and say that their quest was over, but for several reasons, I found this definition lacking: first off, it is not a proper sentence (it uses incorrect grammar if you don't believe me, please refer to The Dils Packet); also it doesn't cover some points, while overemphasizing others. Emo goes way beyond the genre of music -- it penetrates the very

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OPINION

A Patrick recipe for civic engagement: www.massyouth.org

By Rachel Payne

The Boston Globe described it in terms of a rock concert: Deval Patrick's Youth Inaugural, where the new governor was received by hundreds of cheering teenagers. Many other politicians would have choked in front of so many of us; there's a reason Romney never held a teen inaugural, but then, he wouldn't have drawn the masses that Patrick did, either. Patrick didn't falter. All the good humor and approachability that earned him a devoted youth following on the campaign trail glittered brilliantly from the stage of the Schubert Theater, where he sat coolly, conducting a discussion of youth activism.

His presence charged the space with emotion. A few young women cried happy tears as he took the stage, and when he spoke, we all sat forward in our seats, wide-eyed, attentive to each word. Around me, faces were soft with belief, like those of rapt parishioners. The governor, sworn in just a few hours prior, explained his goals for his term of office with keen eyes and optimistic assurance. The old allure worked its magic, and for the moment it seemed that he was in fact the great leader that so many have imagined him to be. Yet, despite all this, the governor made every effort to share the spotlight with the young people assembled there.



This discussion of youth engagement proved overwhelming: both burdensome and inspiring. At times I felt that Mr. Patrick asked too much, as he urged us to engage, take risks and create positive change. He even dared us to try and fail, and then try again; he could not have chosen a demand more grave for his listeners. Yet he spoke with such enthusiasm, his face alight with belief. Perhaps he sensed that all young people, no matter the generation, want desperately to be good and to matter, and that fear alone constrains them.

.. Education, particularly in more elite high schools like Mt. Greylock, is tainted with cynical careerism . . . the practice of teaching to standardized

tests creates a culture in which most of us are utterly consumed with distinguishing ourselves from the pack. We students are valued according to our ability to outperform our peers, so is it any wonder that we don't understand the importance of community?

He must have seen past our feigned indifference to misery and injustice, and known that the inaction grows from dread of slipping from society. As a show of good faith, he announced the creation of a new database for in-state youth activism, www.massyouth.org. The site is designed to publicize local projects and encourage further student activism. Thus far, the site looks rather like a blank bulletin board. Can we fill it? Can we break this silence? Only if we let go of gear and grab on to hope.

The author is a senior at MGRHS.

Once Patrick rolled in, the conversation turned swiftly to youth civic engagement: What motivates service and activism? Which social issues matter the most to young people? Students lined up, eager for a turn with the microphones set in the aisles. They spoke passionately of their personal projects and dearest causes.

He gave us quite a reception. Perhaps more than a thousand students, drawn two by two from every public school in the state, entered the chandeliered theater to the songs of Mary J. Blige and Big Pun. Chosen by school administrators for perceived political engagement, we were ushered to our seats by the likes of new state Sen. Ben Downing, D-Pittsfield. A brilliant flamenco guitarist, imported from the Continent, provided dazzling entertainment until Patrick arrived. All the while, the lush rococo décor sparkled lavishly, queerly at odds with the casual dress of the audience. It was all lovely, but worrying, too. Such a reception begs a question: did we deserve it?

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Carnegie-Knight study: "Teaching to test" detracts from civic engagement

The intensive time required to "teach to the test" is stealing time away from students to discuss and study the news, and ultimately become educated about and engaged in their country and their world, according to a new report, released on January 12 by the Carnegie-Knight Task Force based at the Shorenstein Center. The report is based on a national survey of 1,250 civics, government and social studies teachers in grades 5 through 12. (www.shorensteincenter.org)

They spoke passionately of their personal projects and dearest causes. In their extemporaneous speechmaking, deprivation in city schools and global warming came up again and again. Apparently, these two concerns had created the greatest number of activists and sparked the most frustration. Even as the students describe their own impressive efforts – the creation of a youth center in Roxbury, fundraising for the construction of a wind turbine – they did not sound satisfied. Indeed, many did not acknowledge the applause for their accomplishments but kept speaking, heatedly, pressing the governor for funding, and, more importantly, recruiting new participants. After all, the event was not designed as a mere showcase for the accomplishments of young Massachusetts, but rather as a plea for greater community engagement. This discussion of youth engagement was organized out of necessity, because apathy is much more common than activism in my generation.

Our failure to catch fire over any of a laundry list of global crises is now openly discussed. Calamity is supposed to give rise to new leaders; it hasn't yet. That we are the children of Flower Children only sharpens the disappointment. When our parents were students, America's youth constituted a commanding mass movement. Even those not yet of voting age helped to sway the national government, through protests too large to be ignored, and to reform unjust business practice, through expertly managed boycotts. They exercised a profound liberalizing influence on American society, in the midst of great chaos. This generation has not yet dared to make such a scene.

In years to come, ours may be called the Quiet Generation, for what image characterizes it better than that of a face, devoid of expression, stuck between two iPod earbuds? Certainly, there are reasons for this silence and indifference to community engagement. The outspokenness of Baby Boomers had much to do with disillusionment and self-indulgence, and this reticence has its causes, too. With nearly all the factory positions shipped from these shores, the job market has become incredibly competitive. Survival depends on plenty of education and strategy, and even a momentary misstep on the career path might condemn us to ruin; that, at least is what we are taught.

Education, particularly in more elite high schools like Mt. Greylock, is tainted with cynical careerism. As students, we are ever conscious of the millions of other students like us, similarly intelligent and similarly ambitious, and identify them not as comrades but as competitors. Teachers don't intend it, and neither do administrators, but the practice of teaching to standardized tests creates a culture in distinguishing ourselves from the pack. We students are valued according to our ability to outperform our peers, so is it any wonder that we don't understand the importance of community? We learn that a place in society is not a right, but something that must be won. Should we fail to excel, we fear we might be cast aside. We believe we haven't time to help others, because we are too busy surviving.

The Greylock Echo

The Mount Greylock Echo is the student newspaper of Mt. Greylock Regional High School in Williamstown, Mass. Published monthly during the academic year, each issue is developed and edited by a team of editors and writers. Any Mt. Greylock student may join the staff, attend meetings and submit articles.

Next news meeting:

Tues., Jan. 23, Carlson Library 2:30

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NOTICE:

Annual selection of Echo editorial board

The annual selection of members of The Echo editorial board will take place in Tues., Jan. 23, at 2:30 p.m. in the Carlson Library. All candidates should attend.

NEWS

SEE Fund seeks student funding requests by April 1

By Isa St. Clair

The Fund for Sustaining Educational Excellence at Mt. Greylock seems like just another board that has no impact on the daily lives of students. But throughout the school an inquirer can find testament to the direct effect that the SEE Fund has on the Mt. Greylock community.

For 10 years, the SEE Fund has granted funds to countless projects at Mt. Greylock; some recently funded projects include the acquisition of the high-tech "Smart Board" -- officially called an "E-Beam Wireless Projection System" -- for the math department, a higher quality camera for Paedeia, the yearbook, and the equipment for the new "fused and slumping" projects by

the stained-glass class that can be seen in front of the auditorium.

These tangible effects on life at Mt. Greylock are the reason that the SEE Fund has thrived for a decade. However, the overwhelming amount of proposals for grants come from the teachers or from parents. Students too can submit grant requests, but few have in the past years. With twice the endowment than usual, no year is better to request funds than this one.

Grant proposals can be anything, but the ones most likely to be awarded funding will seek to support educational excellence and the mission of Mt. Greylock. Proposals are due April 1. More information, including how to write a grant proposal, can be located on the Mt. Greylock website.

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Photo / Roseanne Zarza

Stained-glass work on display outside the auditorium.

New art teacher



Photo / Roseanne Zarza

New art teacher Amy Liebowitz.

Ames' poem among those featured at WCMA exhibit

A poem by Mount Greylock English teacher Trudy Ames is featured as part of a new exhibit at the Williams College Museum of Art entitled "Broken Moon" and on display through July. Ames will be among featured poets who will read from their works on April 29 at the college museum. The exhibit is unique: Ten area poets were asked to choose four or five photographs from the museum's extensive collection and then

write a poem inspired by their chosen images. "It's an interesting exhibit in that it combines two different genres and also includes the community both in the exhibit and as responders," says Ames. She says the museum's education department is encouraging school groups to attend and to write their own responses to the photographs. These are being collected in a binder for public consumption.

Upward Bound at SVC seeks MGRHS apps

Upward Bound at Southern Vermont College, a federally funded program

through the Department of Education, is currently seeking applications from eligible high school students in grades 9, 10 and 11 who attend school at one of the target schools served by Upward Bound, including Mount Greylock Regional High School. Upward Bound is a federally-funded program open to low-income high-school students who are potential first-generation college attendees and who would like help improving their academic skills. For further information and eligibility guidelines call Robin Wanner at 802-447-4665 or log on to www.svc.edu and click on student affairs/upward bound.

CLUBS

Student Council

Having addressed the controversial new lunch program earlier in the year, the student council has recently begun reviewing the proposed new mission statement. Meetings are open to all students, and the Student Council encourages anyone interested to attend on Tuesdays after school in Ms. Slocik's room.

JCL

The Junior Classical League has recently wrapped up two major events of the year -- the annual Kick Off Event, including the catapult contest, and the raffle, a major fundraiser. The JCL is now preparing for the State Convention, which takes place this April. The club is hoping to find artists to help make the scrapbook and encourages members to submit designs for the state T-shirt, which can be given to Grace Laidlaw or Zack Sheppard by January 26.

SMILE

Students Making An Impact Locally and Everywhere had a very busy holiday season, including setting luminaries for the Holiday Walk, trimming a tree with cookies for the Penny Social, and participating in a Holiday Jaunt to raise funds for the Special Olympics. The group plans to work soon with a local animal shelter. If you have ideas for community service projects may bring them to the co-presidents Erin Archibald and Jessie Grees or the advisor, Ms. Cece.

UNITY

UNITY has been performing outreach services throughout the year, including a benefit dinner and work with the Big Brothers and Big Sisters program. The group will soon be sponsoring a food drive.

GSA

The Gay Straight Alliance has broadened its horizons this year by meeting with the Queer Student Union of Williams College. The group looks forward to organizing the annual Day of Silence in support of the LGBT community.

SSG

The Student Support Group meets on Day 1, though the schedule has recently become subject to change, and provides a place for students to discuss problems they might be facing, large or small. New members are welcome.

Girls hoopsters still in running; boys beat St. Joe 57-46

By Kelsey Dudziak

Girls

After their first games, the girls basketball team has a 1-4 record, but after watching their last game, there's no doubt that the team still has a fair shot at post-season play. Lindley Bell scored the first two baskets for the team, which were the only points on the board for Greylock for much of the half. The Lenox Millionaires, on the other hand, were raking in the points, topping off at 24 at the half.

About five minutes before the half, Mountie fans saw a change in the team. It seemed as if everything finally clicked, and the girls came up big with 15 points. The Mounties brought themselves back in the game for a half-time score of 19-24, trailing Lenox by a mere five points. Greylock fan Lindsey Maynard described the display as "remarkable."

The second half proved to be for more intense than the first. The whole Greylock team was on their game, and fans witnessed some impressive athletic performances, especially from the game high-scorer, Annabel Barrett. Also notable was senior Alaina Sanderson who was the team's second high-scorer with seven points, which included a three pointer.

For most of the second half, the teams' scorers were within three points of each other. With a minute to go the score was 38-41, with Lenox in the lead. The time was ticking away and both teams fought fiercely for possession of the ball. With just seconds to go Lindley Bell was forced to foul out in order to gain her team the ball. Greylock gained possession and went for a three pointer that, unfortunately, bounced off the inner rim. Junior Allyson Maynard rebounded the ball for a final score of 40-41. It was a disappointing loss for the Mountie girls team, but no doubt a sign to the rest of Berkshire County that they are still in the

running to qualify for the Western Mass Tournament.

Boys

The clash between St. Joe and Greylock fans has never been a light one and that situation was made no better by sticking both Greylock and St. Joe on the same bleachers. The verbal battle in the stands was nearly as intense as the physical battle on the court, and it raged all game long.

After the team's hard loss to Drury, starters Dylan Schultz, Than Finan, Jon Lucido, Rashid Ouedraogo, and Greg Payton knew they had to come out hard against this team. In the beginning, the two teams seemed well matched. Each team took its turn in the lead, the score always within two points of each other. Greylock coach Meehan, however, knew his team to be better and rallied his players. Slowly, Greylock began to pull away and by the half Greylock was up by ten.

St. Joe, however, was by no means down

and out. As the game progressed, St. Joe gained on Greylock coming within five points to their score. The score was a little too close for comfort for Greylock and with four minutes to go, the Mounties knew they had to wake up and put some more points on the board. St. Joe, watching their hopes at regaining the lead dwindling away, resorted to fouling Greylock's players. Certain St. Joe player's fouling techniques were, at times, overly aggressive, and Payton was taken down on several occasions. This incited protest and uproar from both the fans, and players and coaches on both teams. Nevertheless, the game ended without injuries and Greylock was victorious with a final score of 57-46. Each player did his share in gaining the team's points, with notable performances by sophomore Than Finan and fellow sophomore, as well as team high-scorer, Greg Payton.

The boys will continue with their season with a game today away at Mt. Everett.

EMO

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souls of people, it changes who they really are, and makes them something new, and beautiful.

The UrbanDictionary describes music as the first and foremost definition of emo. I would agree that emo music helps emos on their way, but it is not the primary problem. The primary problem that creates the typical emo is that nobody loves them. At around the age of oh, say thirteen, they begin to realize that their parents no longer love them. And neither do their "friends." For this important concept, I defer to Professor Nathan Wooters, a recent graduate of our lovely school, and an expert in emo. I quote from his essay titled "An Attempt to Define Emo." "The 'ideal emo,' as I call it, has literally no friends" (Woots, 1). They begin listening to bands that express their true feelings. The sounds of wounded animals come out of speakers that once played the works of Beethoven, Bach, Vengerov and The Red Hot Chili Peppers. All of these great artists are replaced by the likes of Green Day, Simple Plan, and My Chemical Romance. It must be said, not all people that listen to said bands are emo. But the music screams, to say the least, "EMO." This is how we like to define a Stage One emo. In groups of emos, the debate of whether a band is emo is a favorite topic. Another emo expert (Wooties' friend) claims that emo music can be determined by "how likely it is that someone would slit their wrists to the music." I prefer not to mention the topic of wrist slitting because it goes a little too far in my opinion. (Even if it is a stereotype...)

Again, I don't mean to insult anyone by saying this, but it's true. Another factor in the "emo" story is that after listening to this 'music,' if we can even call it that, the emo population begins to write really horrible poetry about how no one loves them. And perhaps this is justified in their view. By this point we have gotten to a Stage Two emo.

In emo circles, which are few, because emos have no friends, hair is very important. Again, Professor Wooters comes to the rescue. "The two most characteristic hairstyles of Emos are the fauxhawk and the Emo Flip" (Wooters, 2). Since there are a variety of hairstyles to choose from, clearly it is an important part of the emo culture. If a person has emo hair, it is fair to call them emo. If a person has emo hair, listens to

emo music, and has no friends, we like to call them a Stage Three emo. At this point, we recommend therapy immediately.

A Stage Four emo is in serious trouble. Stage Four is determined by clothing. Emo clothing for guys is tight fitting black girls' pants, tight fitting tee shirts with emo band names on them, and tighter fitting sweatshirts with emo band names on them. For girls also, tight fitting black jeans are popular, and tight fitting shirts are too, but emo girls have more options of accessories. Guys can't wear much jewelry. Girls can wear home knit scarves that come in three colors: black, dark black or darkest black. Girls and guys can wear studded belts to complete his or her emo look. By sucking all color out of their lives, emos seem to be more and more unlovable, which just makes the problem worse. Any clothing that is acceptable in "gothic" (that's a whole other topic) is also acceptable by emos. One feature differs in Emo and Goth. (Again, Wooties) "Goths are able to coexist happily [read: without killing] with other Goths." (Woots, 1) Like I said though, the clothes really make a Stage Four emo. After this, we recommend that parents trade in their emo child for a newer make and model, one that isn't emo. (At stage four, the emo is too far gone, even for professional help)

One other way to identify an emo is whether he or she uses eyeliner in excess. Professor Wooters has covered this topic as well. "If they've come to terms with the fact that they are Emo, then they'll go the extra step in using eyeliner" (Woots, 3). I actually disagree with Wootski on this one. I think that a Stage one through three can wear makeup, while Wootie argues that one must have other symptoms of emo before they will put on eyeliner. It is one point we will disagree on I guess. The Woots also mentions that a typical emo also has a small book with them at all, filled with any of the following: emo song lyrics, bad drawings (probably of morbid scenes), emo poetry, or a mix. I agree that this behavior is a stereotype; however, I was unable to verify it.

All people who are emo have key features, as seen above. Now, I am going to let you in on some selected emo interviews. I have changed some names to keep the privacy of all people private-ish. When I interviewed an emo couple, I got several different responses to the same question.

M stands for me, E stands for the emo.

E1 is the male specimen, E2 is the female.

M: Are you Emo? (Just ask them right out)

E1: Yes (he isn't in denial about it-at

least he's man enough to admit his emoness)

E2: No (clearly, the girl emo is in denial about whether she is emo-this is common in many emos)

M: How are you emo?

E2: I'm not emo compared to my cousin!!! (This implies that she is indeed emo compared to a normal person. I couldn't get her cousin's contact information to interview him as well)

M: What do you think about your Emo Flip?

E2: I like it! (Clearly, she is lying again, because an emo cannot like anything)

M: (on noticing that her belt was on backwards) is your belt on backwards?

E2: Yes.

M2: Isn't that emo?

E2: Yes. (Very odd behavior, to admit to being emo after denying it-clearly the emoness had gone to her head by that point)

M: Now, if I drew a smiley face on you hand-

E1: I would kill you.

FACEBOOK

Continued from Page 1

reviewing resumes. Logistically, this seems impossible though, because only an approved "friend" or a member of a user's network can look at a personal user's profile. The benefits of a FaceBook account, however, appear to outweigh the negatives, as the site is used by over 13 million people. Users can even utilize their FaceBook profiles to create "badges" which are, like digital business cards, visible to even non-facebook users.

By no means is Facebook used by the majority of current Greylock students. Junior David Rosenthal states his concerns about a Facebook account: "On the one hand it could be a positive tool for musicians and artists trying to get their work known, on the other hand you make yourself vulnerable to people finding out information about you that you wouldn't normally disclose to strangers. David, like many non-users, fears the privacy settings on FaceBook, and he confuses FaceBook with

At this point I felt it was best to leave the interview -- I barely made it out with my body and my notebook. Anyway, when I interviewed other people, I got different reactions. When several emo candidates were asked simply "Are you emo?" they responded quite differently. "NO-GO AWAY, OK? I'M NOT EMO, OK?" (I did as I was ordered-clear, blatant denial in this candidate) "I'm not emo," (simple, clear, but wrong) an odd one "Yes. I know, I'm terrible at life," and the oddest one, *Laughter* (This candidate just sat there and laughed...very, very odd-and disturbing, coming from an emo.)

In conclusion, I hope that this report will help you understand what an Emo really is. On this quest I took, I faced life, truth, and death (and emo, of course). It was a very profound journey to take, and I feel enlightened by it. My only regret is that I wasn't able to get my hands on one of the infamous emo books that Professor Wootskiziski mentions in his essay.

(To get a copy, I recommend asking Mrs. Bradley—I think she still has one.) Please people, I ask this from the bottom of my heart, don't go emo on us—there are enough books of bad poetry (The Sonnets of Shakespeare, Poems by Emily Dickinson, etc.) unloved people (Criminals, bad teachers, etc.), and tight fitting jeans (well, on girls they're ok by me—but guys, I mean...) in this world.

I hope that this has helped you find emo. I know I have.

MySpace. While only his approved friends would see his profile, it is true that any Greylock student could see his information unless he blocked them. There is always the fear that a non-network member could create a fake account as well.

Ananda Plunkett, a senior, disregards this concern in favor of Facebook's opportunities for procrastination. I'm on the computer a lot doing homework, and although I'm not addicted to the site, FaceBook offers me a much-needed break," she says.

Faith Shuker-Haines, however, justifies not having an account, "Facebook makes you refer to people you hardly associate with as "friends." I find that depressing; I'd rather have friends in the real world."

For many, Facebook is an opportunity to reconnect with long-lost friends, distant relatives, and school mates.

It is estimated that 85% of college students have a Facebook account. As the service becomes more and more popular, perhaps even Greylock will see such a high number of users. In an age when AIM is as convenient as a phone conversation, Facebooks ease has replaced slide shows, letter writing, and e-mail, to the delight of students everywhere.